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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: 5th** | | | **Date(s): Unit 1, Week 3 (5.ela.unit1.week3)**  **September 12 – September 16** | | |
| **Curriculum Area:** | English Language Arts | | | | **I Can Statements & Learning Targets (I can……..):**  I can revise to make my writing more interesting and intact.  I can edit a peer’s work for conventions.  I can make inferences by combining prior knowledge with new information.  I can support my statements by directly referencing the text.  I can determine topic and conclusion sentences. | | | | | |
| **Content: NC ScoS**  **RL5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL5.4** – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  **RI5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI5.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **RFS5.3a** - Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, **syllabication patterns**, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.  **W5.2a, W5.2b, W5.2c, W5.2d, W5.2e**  **SL5.1a, SL5.1b, SL5.1c, SL5.1d**  **L5.1a -**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  **L5.4b** - spelling | | | | | **Technology Standards & Resources:**  **5.IN.1.1** Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks  **5.SI.1.1** Use different types of resources to gather information (print and other media)  SmartBoard  Document camera  Websites in lessons  Online Venn Diagram | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **W5.2** Why is revising important when I write?  **W5.2** How do I use the writing process to construct my writing?  **RL5.1/RI5.1 -** What inferences can you make? What information would you need to support the inference?  **RL5.4/RI5.4 -** What strategies can you use to help you find the meaning of the word?  **RFS5.3/RFS5.4 -** Do you understand what you are reading? What can you do when the story/text doesn’t make sense? What strategies can you use to help you understand what you are reading? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | | | Why is point of view important? How does understanding from a character’s point of view influence my thinking about the event being described?  Why are transition words important? How do they assist the reader?  How do I use context, prior knowledge, and word structure understanding to best identify and understand words I read?  Why is craftsmanship so important when I write? | | |
| **Vocabulary:**  Academic/Content  Craftsmanship, journal, point of view, topic sentence, annotate, annotation, cite, citation, infer, inference, revise, revision, edit, order, sequence, details, notation/proof marks, colony, colonization, transition words | | | | | **Teacher Resources:**  Carbone, E. (2006). Blood on the River: Jamestown, 1607. (New York, Scholastic).  Hakim, J. (1993). A History of US: Making Thirteen Colonies. (New York: Oxford University Press).  Guided Reading Resources list  CCR notebooks  Reading notebooks  Reading folders  Writing folders  Rulers  bookmarks  tape, paper, scissors for revising  Spelling list from Words Their Way, Derivational Relations stage  colored pencils | | | | | |
| **Monday**  **Subject Integration:**  **W5.2d, SL5.1a, SL5.1b, SL5.1c** | **Whole Group (45 min.)** Need at fingertips, all 4 passages read (Powhatan prophesy, p. 23-26 in History of US, and p. 2-5 and 6-13 from Blood on the River).  **A)** Hook. “We write journals to convey our deeper thoughts, thoughts we can’t share out loud. They might be embarrassing, they might be mean or hurtful to others, but they also might not be thoughts anyone else wants to hear. For example, if I were crossing the ocean in a rickety ship, I might be scared and want to share that, but it wouldn’t do anyone any good for me to tell how the masts creaked and groaned with the wind … it might scare others too. So I would record those thoughts in a journal, or diary. We are actually going to write these today, from a point of view.” Pass out slips of paper to each table, on which you have written the different viewpoints from the texts, like Powhatan, Samuel Collier, Richard, John Smith, gentlemen of Jamestown, etc.  **B)** Students select one viewpoint to find in the passages and then read the information and write a journal entry from landfall or later. (I give page numbers where each character’s main parts are found.) “Before we begin writing, we need to figure out what our main points will be. All of my John Smiths need to be over here. Powhatans, over there. Now, in your role alike groups, discuss the views. You need to center your discussion on this topic – what would this character be feeling right now? What evidence do you have for that?” Students discuss.  **C)** Pass out graphic organizers. Model and think aloud about how to come up with topic sentences, using a random Native American who watched the unfolding scenes. The students, in their role alike groups, then complete their GOs with peers. You monitor/assist as needed.  **D) “**We will now return to our groups and write our journal entries.” They move. You model how the random NA wrote her entry. “Dear Journal”, date, etc. Students do theirs.  **E)** Model how to support the topic sentence using details paraphrased from the text(s). Allow 10 minutes writing time, perhaps with classical music on to assist with concentration.  **F)** Review that we just did prewriting and drafting parts of the writing process – whoo hoo! – without realizing it. Allow 4 students to share. Collect when done (may finish during Daily 5). | | | | | **Small Group**  Meet small groups | | | **Independent Work**  CRR  If choose Work on Writing (WoW), work on W5.2a, W5.2b, W5.2c (informative topics) | |
| **Tuesday**  **Subject Integration:** | **Whole Group (45 min.)**  **A) “**Please take out your point of view journal entries. Does this have everything you want? Is it descriptive enough?” Introduce CUPS/ARMS chart. “Today, we will be working with ARMS for revision.  **B)** Go over the each step: Add, Remove, Move, Substitute. Model with a bad passage that needs each component. I cut and tape sections into another sheet of paper, leaving space for writing, for really egregious out of order pieces.  **C)** Guided practice in partner groups with journal writing from last week (give extended time and monitor work, making suggestions and helping develop the conversation).  **D)** Instructional conversation – what is the value of revising? Ask students to make changes. Give extended time to do so.  **E)** Ticket Out The Door (TOTD) – What is the purpose of revising? (Model how to rephrase the question stem to begin the prompt)  **F)** Go over spelling list words via word sort and expectations for WW portion of Daily 5. | | | | | **Small Group**  Meet small groups | | | **Independent Work**  CRR  If choose Work on Writing (WoW), work on W5.2a, W5.2b, W5.2c, W5.2d (informative topics) (if get to editing stage, then need to have editing conference with teacher before publishing) | |
| **Wednesday**  **Subject Integration:**  **W5.2e, SL5.1a, SL5.2b, SL5.1c** | **Whole Group (45 min.)**  **A)** Minilesson about editing bookmark notations – how to use this feedback to improve writing, using peer edit. <http://www.superteacherworksheets.com/editing/proofreading-bookmarks-intermediate.pdf> Use the bookmark to correct a short passage you have written (do not use a student’s work). Discuss the COPS section of process chart, which breaks it down even more.  **B)** Guided practice with peers’ work from yesterday, discussing with table groups the reasons for the notations being made.  **C)** Pull whole group together again, discuss the edits. “What are some parts you don’t understand?” (This is where you address the craftsmanship involved. Take notes – it will be excellent to use mentor texts later on to learn about and practice these conventions.)  **D)**  Make Venn Diagram comparing and contrasting revising and editing. (The students will note very little is the same.)  **E)** TOTD – What is the difference between revising and editing?  **F)** Introduce Work on Writing as a Daily 5 center. Discuss how revising and editing occur without needing the teacher.  **G)** Students need to make a list of topics they are “experts” in – high emotion events in their lives, things they know a lot about, passionate interests, etc. Briefly discuss at tables, add any based on suggestions from peers. This is placed in the writing folder. | | | | | **Small Group**  Meet small groups | | | **Independent Work**  CRR | |
| **Thursday**  **Subject Integration:**  **Social Studies**  **RI5.1, RFS5.3a, SL5.1a, SL5.1b, SL5.1c, SL5.1d** | **Whole Group (45 minutes)** **G)** p. 37-39 A History of US, 1 copy of p. 38-39 per student  **A)** Hook – “We are looking at a nation in transition. What do we know so far?” (Complete a circle map with the ideas students share.) “So what we have here is a land which was discovered, but not really discovered. And people colonized where there was already a civilization here. How did they do? Do you know? How do you know?”  **B) “**In this passage (pass out passage), we will be looking at the Jamestown colony. What has been left unsaid or is merely hinted at? We need to understand and can’t really take the time to dwell on that one point in history. So today we will be making inferences, using inferences to form our thoughts about the events.” Share process chart about Making Inferences.  **C)** Students need to make Double Entry Journal (DEJ) in their reading notebooks. Atop left hand column is “Cite from text \_ what I know” and atop right hand column is “my inference”. Model completing this with read aloud p. 37 and note inferences you make. Discuss.  **D)** Partners or tables will read the remainder of the passage out loud. At the end of each paragraph, they will stop and make notes of inferences made during that read aloud portion on double entry journal. <http://www.literacyleader.com/sites/litlead.essdack.org/files/StrategiestoHelpReadersThroughInferences-080808.pdf>  Stop after 20 minutes.  **E)** Each partner group selects 1 inference to share aloud from their notes. You continue to model how to complete the DEJ with this information.  **F)** In reading notebooks, students need to address the question “What is an inference?” They need to PARAPHRASE the information on the chart if they choose to use the resources they have.  **G)** Students need to finish this passage before they go to Daily 5. May do so as Read to Someone.  **H)** Spelling practice test | | | | | **Small Group**  Meet small groups | | | **Independent Work**  CRR | |
| **Friday**  **Subject Integration:**  **Social Studies**  **RI5.1, RI5.4, RFS5.3a, L5.4b** | **Whole Group (45 minutes) H)** p. 37-39 A History of US, copies from yesterday  **A) “**What is a topic sentence?” Class discussion. Determine a class definition for this term – add it to the word wall. Lead discussion into the way to develop a paragraph using the topic sentence, details, and conclusion. “So, what then is a conclusion?”  **B)** “We are now going to use these pieces to look at our text from yesterday again. Yesterday, we read the text with our partners. Today, we will perform a CLOSE READ by looking at how the text is constructed. Take out your text and green, red, and another color colored pencils.” (Make a quick key on the board that green is topic sentence, red is conclusion and other color are details.) “As we read, we are going to note which parts of the paragraph are which elements by underlining in that color.” Model annotation by leading class in choral read of 1st paragraph. Stop. Are there any notes to make? (I would hesitate on this one … ask to return to it after you get into the meat.) Read paragraph 2. Note elements. Finish p. 37 together with class discussion.  **C)** Table groups will now chorally read p. 38 and make notations. The students will need to work as a unit – no one reads ahead or marks ahead of the others, stay in same paragraph – so that all learn together. You will need to enforce this rule. Go over annotations together, move to p. 39.  **D)** Discuss content as a whole. (about 10 minutes)  **E)** TOTD – What is a conclusion?  **F)** Now, let’s look at transitions. Whole class discusses a process chart with transition words. Can you find transition words in the text? Where? (Include cite p.#, paragraph #), record on board/SB.  **G)** Spelling test | | | | | **Small Group**  Meet small groups | | | **Independent Work**  CRR | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities:  -- | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities:  - | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:**  -- | |
| **Daily Five Activities for the Week** | **Read to Self** | **Read To Someone** | | **Listen to Reading** | | | **Word Work** | | | **Work on Writing** |

**Daily 5**

* Understand that the Daily 5 stations emphasize stamina, followed by application of skills. Therefore, the students need to be Reading to Self for long stretches of independent time more than other options, at a minimum of once a day. We also need to ensure there is accountability, so a rigorous 5 minute reader response is suggested. You may wish to have them respond to questions that practice the focus reading skills of the week (i.e., for this week, RL 5.1).

**Work on Writing**

* Revising ARMS vs. COPS

<http://www.3rdgradethoughts.com/2012/10/writers-workshop-revising-arms-editing.html>

**More information about strategies in lessons**

Circle Map

<http://www.wappingersschools.org/cms/lib01/NY01001463/Centricity/Domain/107/Circle_Map.pdf>

Making inferences process chart background knowledge

<http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000004>

See Pinterest for some cute process chart ideas.

Transition words

Traffic light transition chart <http://classroommagic.blogspot.com/2011/11/blog-on-fire.html>

Anchor chart <http://www.myclassroomideas.com/transition-words-anchor-chart/>